DOCUMENT RESUME

ED 099 036 JC 740 477

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TITLE	An Evaluation of the Developmental Education Program at Cuyahoga Community College Eastern Campus.
INSTITUTION	Nova Univ., Fort Lauderdale, Fla.
PUB DATE	26 Aug 74
NOTE	37p.; Practicum submitted to Nova University in partial fulfillment of requirements for Doctor of Education degree
EDRS PRICE	MF-$0.75 HC-$1.85 PLUS POSTAGE
DESCRIPTORS	Academic Achievement; College Students; *Community Colleges; *Developmental Programs; Educationally Disadvantaged; *Evaluation Methods; Grade Point Average; *Models; Persistence; Post Secondary Education; Practicums; *Program Evaluation; Remedial Programs
IDENTIFIERS	*Cuyahoga Community College Eastern Campus

ABSTRACT

The purpose of this study was to evaluate the developmental education program of the Eastern Campus of Cuyahoga Community College. An evaluative model was constructed by accepting the performance standards and program guidelines that Roueche and Kirk listed in "Catching Up; Remedial Education" (1973), after their study of five successful programs. The components of the Eastern Campus program were described and found in a number of significant areas to differ from the model. Data on the academic performance of a sample of developmental students for the 1973-74 academic year were collected and presented. Interviews of faculty, counselors, and paraprofessionals were also conducted. On the basis of the data collected, recommendations were made to bring the Eastern Campus developmental program into line with the guidelines of Roueche and Kirk. (Author)

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ED 099036

AN EVALUATION OF THE DEVELOPMENTAL EDUCATION PROGRAM AT CUYAHOGA COMMUNITY COLLEGE EASTERN CAMPUS

by

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Cuyahoga Community College, Eastern Campus

A PRACTICUM PRESENTED TO NOVA UNIVERSITY
IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE
DEGREE OF DOCTOR OF EDUCATION

NOVA UNIVERSITY

AUGUST 26, 1974

JC 740 477

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I. INTRODUCTION

The open-door philosophy of America's community colleges is a pretentious claim and a perpetual challenge. At the very least, the open door implies an admissions policy that says all are welcome, a series of program offerings that are suited to as many of the needs of its service community as costs will allow, a level of tuition and fees that allows virtually everyone in the community to attend, and a style and atmosphere of instruction that is suited to the needs and educational backgrounds of its student population. Unfortunately, at present the open door at many community colleges is more an ideal or a claim than it is a reality.

To some extent this is due to the fact that operationally the open door has created a student body that is unique because of its diversity. Whereas higher education in America has historically served only the wealthy and the academically able, the community college in the 1970's attempts to serve the non-affluent and the "non-achievers" as well. Sometimes labeled as "high risk" students, they usually share most of the seven following characteristics: the students graduated from high school with a low C average or below, have severe deficiencies in basic communication and mathematics skills, have poor study habits, are weakly motivated and lack encouragement to stay in school, have unrealistic and ill-defined goals, represent homes with minimal cultural advantages and often, minimum standards of living, are the first in their families to attend college and have minimum understanding of what college requires and what opportunities it offers. (Moore, Chapter 2; Cross, Chapter 1)

These "new" or non-traditional students have little chance of success in traditional colleges or even in community colleges if the style of instruction and program is traditional. To assist these educationally disadvantaged students and to make good on the promise of the open door, many community colleges have initiated special courses and programs. Various titles have been contrived to describe these programs: developmental, remedial, compensatory, basic, guided, and advancement. Despite their differences in title and structure, however, most are designed to develop a student's skills to the point where he can succeed in the regular, often traditional, college curriculum.

The Eastern Campus of Cuyahoga Community College since its opening in 1971 has been fully committed to the concept of the open door and to the provision of an exciting, humane educational environment. During its first year of operation the faculty and administration worked together to institute a developmental education program. The program has changed each year and will undoubtedly continue to change. The Campus will be starting its fourth year of operation and will be receiving its second visit from the North Central Association in the fall of 1974. Thus the point has been reached when an evaluation would be both timely and appropriate. The true impact of the Eastern Campus developmental education program could not be determined accurately without some form of evaluation. The purpose of this study was to obtain descriptive data that would aid in the determination of strengths and weaknesses in the existing program and to recommend and implement changes that would increase program effectiveness.

II. BACKGROUND AND SIGNIFICANCE

Review of Literature

In 1968, John Roueche published the first national study of remedial education programs in community colleges and found no evidence to support the contention that remedial programs remedy or remove student deviciencies. During the following four years other writers reached similar conclusions. Some even suggested that the community college abandon its idealistic democratic stance, and thus its commitment to the open door philosophy. (Roueche, p. 61) A few, however, offered advice and suggestions as well as criticism.

William Moore in Against the Odds, a book that will probably become a minor classic in the field of community college education, described in some detail what an effective developmental education program would probably look like. Large portions of the book were written in the future tense because at the time he was writing, successful programs were almost non-existent. In 1973, however, Roueche and Kirk published Catching Up: Remedial Education which investigated and evaluated five successful developmental education programs. The fact that they found numerous effective programs for high-risk students was, of course, good news for those defending the idealistic goals of the community college. During the course of their study, Roueche and Kirk discovered eleven common denominators between the five different programs they evaluated. They believed that other colleges could profit from the adoption or consideration of those eleven "success components." It is somewhat ironic that most are within the spirit, if not the letter, of Moore's suggestions

in Against the Odds. They are:

1) "The community college should emphasize and work to achieve its goal of serving all students in its community." (Roueche, p. 82) Singled out here for its central importance was the role of chief administrator of the college. He should voice and demonstrate a strong commitment to staff, faculty, students, and community that the college will seriously tackle the problem of providing real educational opportunities for non-traditional students. In fact, according to Moore, the chief administrator is a "key figure in the success or failure of any developmental program. He is the liason person between the program leader and the board of trustees, the community, the faculty, and others." (Moore, p. 126) He must play an active role, not a defensive one. The budget, staff, curriculum, room, equipment, and program image needs of the developmental program must be personally addressed by him with the same amount or greater vigor that he applies to the academic transfer program. He should know the students within the program and be accessible to them. In addition, information on other college's programs should be constantly sought out and disseminated to his staff. (Moore, pp. 127-132)

2) "Only instructors who volunteer to teach non-traditional students should ever be involved in developmental programs." (Roueche, p. 82) In his earlier study of remedial programs, Salvage, Redirection, or Custody, he found that the instructor most often assigned to teach developmental courses were either fresh out of graduate school or were being "punished" by a dean or department head. It was a low

status assignment and little was expected from either the instructor or the students in those classes. Faculty did not enjoy what they were doing. In addition, teacher attitudes were transmitted to the students. Thus, the teacher did not expect the student to learn and, as a result, he did not.

In successful programs, on the other hand, Roueche and Kirk found that the instructional staff had volunteered for the assignment, had high expectations of their students, and were totally committed to student learning. In most cases they fit the requirements Moore had listed. "Teachers of remedial students must be both sensitive and objective. They must be aware of many of the needs, appetites, problems, life and learning styles, and other dimensions of the student. In short, they must have the ability to empathize. From an objective point of view, they must be objective enough to deal with the student's limitations without becoming emotionally bound to him." (Moore, p. 71)

3) "A separately organized division of developmental studies should be created with its own staff and administrative head." (Roueche, p. 83) Piecemeal approaches do not work and do not allow a total or wholistic approach to the student's attitudes, communication and human relations skills, and career needs. It is particularly important that the developmental student develop a positive attitude about learning and about going to college. Most likely the student has had a history of failure or only limited success and this causes him to feel threatened by new learning situations. (Roueche, p. 84; Cross, Chapter 2) Also, since many non-traditional students are the first in their family to attend college, a concerted effort must be

made to make them feel "at home" in this new, potentially threatening setting. A team approach, which a separate division can easily facilitate,has had a great deal of success dealing with those problems.

Tarrant County Junior College, South Campus uses a block type, vertical team approach with a separate division. The team consists of five instructors, each teaching a different subject, and one counselor and is responsible for the educational experiences of approximately one hundred students. According to Charles Johnson, the Director of the Basic Studies Program, there are several distinct advantages to a team approach operating within a separate division. "First, flexibility in scheduling permits allocation of broader time blocks to activities such as field trips, guest speakers, independent study, and group dynamics work. Second, the opportunity exists for strong peer relationships to develop among students in an intact group. Third, a team of instructors gets to know the students on a personal basis... Fourth, an interdisciplinary approach learning is possible when a team of instructors teach the same students... Finally, the vertical team is viewed as an educationally sound and mechanically feasible vehicle by which the program can be expanded without sacrificing the personal contact with students. (Johnson, pp. 2-3)

Roueche and Kirk admit that separateness is not an ideal situation. Teaching, however, is the key in any instructional program; and developmental education instruction requires a particular kind of person and style. At present, not all teachers

are caring, open, and honest. Only those who are should be allowed to teach high risk students.

From another perspective, Moore adds that a separate division with its own head is the real test of institutional commitment. The developmental program should be led and represented by someone high enough in the college hierarchy to have influence on all decisions that affect the program. Budgeting, of course, is the most crucial area of concern and where Moore contends programs that are not separate divisions get short changed. (Moore, pp. 140-141) As to the attributes of the administrator of the remedial program, Moore contends that he should be more than a subject-matter specialist. He should "be a person who has knowledge about the psychology of learning and motivation, techniques of teaching, classroom management, audio-visual education, mental hygiene, and some curricular instruction." He should also have experience teaching high risk students. (Moore, p. 141)

4) "Curricular offerings in developmental programs should be relevant." (Roueche, p. 85) This is essential because the high risk student is likely to have negative attitudes toward learning. They have turned themselves off from traditional curriculum as a result of their inability to succeed within it. According to Moore, "the disparity between the available curriculum (traditional) and the learning styles or academic characteristics of high risk students is all but convulsive." (Moore, p. 168) He argues for a basic skills curriculum (reading, writing, spelling, listening, grammar) that is linked to a general education program. A three R's

curriculum by itself is a boring dead-end curriculum. The high risk student "is one who needs stimulation, motivation, challenging content." (Moore, p. 171) General education, with its emphasis on the learner rather than on the content of a liberal arts discipline, offers flexibility and potential for excitement and relevancy.

Moore and Roueche also endorse the concept of including within the curriculum a course in personhood development. Non-traditional students are often characterized by feelings of powerlessness, lack of autonomy and self-confidence, worthlessness, alienation, hostility, and unrealistic levels of aspiration. (Cross, pp. 27-30; Moore, p. 79; Roueche, p. 70) Since all of these characteristics can have an adverse effect upon learning, a course should be offered where these personality and attitudinal patterns are given attention. Moore lists fourteen objectives for such courses:

1) orientation to college environment
2) orientation to curriculum
3) assisting students learning to project educational plans
4) assisting in the projection of vocational plans
5) discussion of efficient methods of study skills
6) helping students satisfy the need for acceptance, security, and affection
7) providing a sense of belonging to a specific group
8) providing a release of emotional tension by having the group study common human problems
9) increasing student's self-insight and self-understanding
10) making individual counseling more effective
11) helping students communicate through listening and self-expression
12) providing standardized test service to give students insight to their personal points of strength, weaknesses, and interests
13) providing a laboratory of human relations with students working cooperatively with others on problems of common interest
14) coordinating all phases of the developmental program

(Moore, pp. 180-181)

5) "Regular college curriculum offerings should be comprehensive." (Roueche, p. 86) This means that the community college should offer an extensive range of choices for the non-traditional student. The career program offerings should include terminal two-year and less than two-year occupational programs in addition to the college-transfer program. These programs, in all cases, should lead to real career positions. This is a must because of the practical orientation of most community college students.

6) "All developmental courses should carry credit for graduation or program certification." (Roueche, p. 87) One of the problems of recruiting students for remedial classes, which by student perception have less status, was that such classes were often non-credit. Roueche and Kirk report that where credit is given, student motivation, commitment, and interest increase.

7) "Grading policies and practices should be non-punitive." (Roueche, p. 87) At a minimum this implies the elimination of the failure grade. In addition it could mean that course objectives and standards as to what constitutes mastery of minimal passing requirements would be specified. It does not mean that standards would be modified or lowered; they would remain the same for both traditional and non-traditional students.

8) "Instruction should accomodate individual differences and permit students to learn and proceed at their own pace." (Roueche, p. 87) Roueche and Kirk present a strong case for individualized instruction as the type of instruction that would be most successful for developmental education programs. Proponents of individualization

contend that students are more likely to learn if they know what is to be learned and why it should be learned. Individualized instruction, whatever the type, begins with stated objectives of what constitutes mastery, appropriate teaching-learning strategies and activities, and variable amounts of time to learn so that students can proceed at their own rates. It also permits the student to choose which type of learning activity suits him where alternatives are available (programmed materials, video tapes, audio tapes and slides, simulation games, lectures, group discussion, etc.). Since students who are enrolled in developmental programs do not learn well by listening or reading, it is encumbent upon the instructor to make sure that alternatives do exist. Individualized instruction can also lead to the situation where students write some of their own objectives or decide to study topics that interest them, a sure way to attack the motivation problem.

To assist the learner many developmental programs Roueche and Kirk studied employed student or para-professional tutors. Quite often the tutor was able to communicate better than the instructor when a student was having difficulty. Also a student may be less willing to tell an instructor he does not understand something for fear of being judged.

9) "The counselor function in developmental programs must be of real value to students." (Roueche, p. 90) According to Roueche and Kirk, the counselors have a crucial role to play in developing positive student self-concept. To Moore, the counselor "is the pivotal staff member in the remedial program." (Moore, p. 86)

He must understand the values, reluctance, and habits of the high risk student and be willing to expend the time and effort needed to unlock the potential of each student. Quite often he is the one who instructs the self-development, personhood, or group counseling course in the program curriculum.

10) "Efforts should be made to alleviate the abrupt transition from developmental studies to traditional college curricula." (Roueche, p. 90) Each of the five programs studied by Roueche and Kirk showed that when the student left the developmental program he experienced some difficulty and decrease in grade point average in the regular college curricula. They suggest that a faculty in-service program that prepares the faculty teaching non-developmental courses for developmental studies graduates might alleviate the problem. Also, the continued provision of open labs, tutoring, and peer counseling might ease the transition.

11) "Once programs are established, effective recruiting strategies should be developed to identify and enroll non-traditional students." (Roueche, p. 91) They emphasize, however, that this should not be done until a sound program exists. This recruitment activity involves the finding of prospective students, convincing them that the college has something to offer and they can succeed, providing financial aid, and ensuring adequate transportation facilities.

Although commonalities between programs have been stressed so far, the five developmental programs Roueche and Kirk investigated differed from one another greatly. For example, the Tarrant County

Junior College program employed a block-type, vertical team approach. Admission to the program was voluntary but students with a composite score of less than 13.0 on the American College Test were strongly advised to enter. (Roueche, pp.14-22) On the other hand, the Burlington County Community College program had mandatory enrollment and no separately organized division or program. Developmental courses in English, reading, and mathematics were offered. Students could take regular courses while being concurrently enrolled in developmental courses. (Roueche, pp.40-44) The obvious conclusion is that developmental programs can differ greatly and still be successful.

Success was measured in three ways by Roueche and Kirk. They collected data on student performance in terms of grade point average and persistance rates, and on student attitudes. For all five programs the cumulative mean grade point average for the first year of study for a sample of students in the programs was 2.66 on a four point scale. The average persistance rate was 82 percent for two semesters, 50-54 percent for a third semester, and 35 percent for two years. All of those rates compared favorably to performance data on groups of high risk students who chose not to enroll in a developmental program. (Roueche, pp. 55-58) One of the programs, Tarrant County Junior College, however, had a 95 percent retention rate for the 1972-73 academic year. (Johnson, p.7) A student attitude questionnaire was administered by Roueche and Kirk and, in most areas surveyed about program services and values, 70 percent or more of the students expressed satisfaction.

It is against such success patterns and guidelines that the developmental education program at Cuyahoga Community College Eastern Campus was evaluated.

The Eastern Campus Developmental Education Program

The total educational program at Cuyahoga Community College Eastern Campus is still in its infant or, perhaps, adolescent stage of growth. The liberal arts or traditional college transfer program is well established but the general education, continuing education, and career program portions of the curriculum, though growing, are far from full development. At present there are thirty-four full-time faculty and four full-time counselors employed at the college. The part-time staff is three times as large. Enrollment has been growing at a rate of about 30 percent per year, but the evening enrollment at the campus is twice that of the day enrollment. Part of the probable cause of this pattern is the small number of career and technical programs at the college. The administration has plans for the implementation of twenty-five to thirty new programs but the approval process in Ohio is a long and complicated one. It is hoped the career programs will increase day enrollment. This is of particular interest to the campus because full-time positions are budgeted on the basis of day enrollment only.

This situation has created some unique instructional as well as organizational problems for the college. As yet there are no divisions, departments, or department heads. In most academic disciplines there is only one or two full-time faculty and

several part-time. Faculty are housed in interdisciplinary units but no team or interdisciplinary teaching is taking place. This situation, like most things at the Campus, is changing. By October, 1974, a new organizational structure will be implemented that will include an instructor-in-charge for each discipline and an undetermined number of task-oriented "educational facilitators." It is assumed that these faculty leadership positions and roles will improve the existing educational program and facilitate change and growth in areas designated as needing attention.

The developmental education program is in a similar state of flux. The program does not operate as a separate division within the college; as stated, the college has no instructional divisions. The program consists of three major components: 1) several remedial courses in English composition and language skills, reading improvement, and mathematics; 2) an open lab for communication skills assistance; and 3) free tutorial assistance in subject matter such as history, psychology, or philosophy. In the fall, 1974, quarter a Preparation and Continuing Support component of the program will absorb and broaden the tutoring and open lab segments of the program. Also at that time, a full-time administrator whose primary responsibility will be the development, coordination, and evaluation of the developmental education program will be appointed.

The stated purpose of the program is "to provide assistance to students in overcoming deficiencies they may have in their

preparation for post-secondary education." (Cuyahoga Community College Eastern Campus Developmental Education, 1973-74 Report, p. 1) In actual operation, however, the tutoring and open lab components of the program serve not only the high risk students enrolled in the remedial classes but also those enrolled exclusively in regular classes. Tutoring and open lab records, in fact, reveal that a disproportionate number of those utilizing these services are students who are not classified as developmental. This is viewed as proper by the faculty of Eastern Campus, most of whom contend that all education should be considered developmental and that a developmental problem need not always require a remedial course.

The remedial courses at Eastern Campus are taught by experienced faculty who volunteer for such assignments. The courses offered are a three quarter sequence called Essentials of Written Composition (091, 092, 093), two courses called Reading Improvement (095, 096), College Arithmetic (091), and Algebra (095). The grading system for these courses as for all courses at Eastern Campus is punitive in its stated form but not in operation. According to college-wide policy the grades to be used are the traditional A, B, C, D, F grades, I for an incomplete which automatically becomes an F if course requirements are not completed within five weeks after the start of the following quarter, and W for withdrawal. In practice, the faculty does not use the F grade. Instead an I or a W will be given. If completed at a later date, even after the I had become an F, faculty can change the grade

and do so. Eastern faculty and admisistration have voted to adopt non-punitive grading but the other two branch campuses are opposed.

Placement exams to determine whether a student should take a remedial course are voluntary prior to and during registration. During the first week of class, most instructors teaching English 091 and English 101, the first quarter of the regular, college transfer composition sequence, obtain a writing sample from their students. On the basis of the level of sophistication and precision of the writing, the faculty member advises the student either to stay in the class he is presently enrolled or transfer to the one that is judged more appropriate. No student is forced to enroll in a remedial course. Class schedules are arranged so that remedial classes meet at the same time as non-remedial classes. Students enrolled in remedial classes are not limited in any way from taking other "regular college offerings." Thus, a high risk student can take a twelve or fifteen hour course load exploring or pursuing his personal interests while enrolled in remedial courses.

Credit is given for all the remedial courses and they can be used to satisfy graduation requirements. For the Associate of Arts degree the English requirement is any one of the following:

a. 091, 092, 093, 101
b. 091, 101, 102
c. 101, 102, 103

For the Associate of Applied Science or Applied Business degree any one of the following will suffice:

a. 091, 092, 093
b. 091, 101, 102
c. 101, 102, 103
d. 091, 092, Speech 101
e. 101, 102, Speech 101

No special counselor is assigned to those students who are enrolled in remedial courses. Students can elect to use the services of any counselor they choose. There is no operating college requirement that demands that a student consult a counselor prior to registration or during any quarter he is enrolled. There are no peer counselors. Faculty are not involved in the advising of students during the registration process. The college counselors, who elect to do so, teach a course entitled Career Development as a Life Process which is similar in methodology and objectives to those advocated and described by Roueche and Moore. The course, however, is not formally attached to the developmental education program. Thus, high risk students do not receive any special advice that the course might be particularly useful or appropriate for them.

The course deserves some special comment. It was officially added to the curriculum of the college at the end of the spring quarter, 1974. During the two previous quarters the course had only provisional status. The course was proposed by Eastern Campus faculty and counselors but met opposition for its adoption from the Metro and Western Campuses of the college. At Cuyahoga Community College curriculum development change is controlled by a college-wide committee composed of representatives from the three branches. Because of certain rivalries and suspicions between the campuses,

and the fact that the Career Development course did not neatly fit the whims or areas of interest of the various department heads at the other campuses, the course almost failed obtaining adoption. The department heads and even a dean insisted that if the course were adopted that it be given a new departmental number and that it not be assigned to any of the existing departments. An examination of the fall, 1974, class offerings reveals that the course will be taught only at the Eastern Campus. This has been pointed out to demonstrate that Eastern Campus does not have a "free hand" while attacking many of its instructional and curricular problems.

The tutoring and open lab components of the program are staffed by students and para-professionals, the latter holding at least a B.A. degree. They are selected by faculty on the basis of their expertise in subject and for their ability to communicate with sensitivity. They maintain a close articulation with the classroom and the faculty members whose students are being given assistance. A portion of the building has been aside and altered for tutoring purposes. An information bank is maintained containing information on each student using a tutor. The tutoring and open lab components are not funded locally. The Ohio Board of Regents grant titled Developmental Instruction, annually funds compensatory education programs at the state's public institutions. This is viewed by one Campus President as an unsatisfactory arrangement but his efforts to obtain local funding through the regular college budget have been unsuccessful.

The Preparation and Continuing Support program has been designed to assist prospective as well as enrolled students, whether they are high risk or not. This will be done by helping students determine their personal orientations toward fields of study and what cognitive, affective, and skill area needs they may have. Efforts will be made to reduce student apprehension and avoidance behaviors and to build self-confidence and eagerness for study. Para-professionals and student tutors will be employed as in the previous program. Assistance will be offered in the following ways:

1) a series of mini courses; e.g. Preparation for Study in Business, Preparation for Study in the Liberal Arts, Study Skills, etc.
2) small group tutorial sessions; assisting students already in courses who may be experiencing difficulty or uncertainty in the achievement of course objectives.
3) open labs will provide assistance in skill development within a process other than a course structure; e.g. communication, math, science labs, typing.
4) one-to-one tutoring.

As stated earlier, the instructional program at Eastern Campus is not a comprehensive one. The most outstanding gap is in the career and technical area. The Campus, however, is fully committed in principle and effort to improving that situation. Three new programs received State of Ohio and college approval during the spring quarter of 1974 and many that are near the end of the development process should be added during the next academic year. Probably of greater immediate concern, however, is the style of instruction that is currently being practiced by Eastern Campus faculty. Individualized instruction is practiced by only a handful of the full-time faculty.

In a number of significant areas, therefore, the developmental education program at Eastern Campus is not in accordance with the guidelines established by Roueche and Kirk. They are:

1) the developmental education program does not operate as a separate division.

2) the curriculum offerings of the college are not comprehensive.

3) the number of faculty teaching courses in which non-traditional students are enrolled who employ individualized instruction is few.

4) the counseling services are not used as extensively as they might be.

5) the value of the diagnostic services is questionable since they are voluntary and only test writing skills.

III. PROCEDURES

(1) Through the use of student records housed in the Admissions and Records Office the names of those students enrolled in remedial English and mathematics classes during the fall quarter, 1973, at Cuyahoga Community College Eastern Campus were obtained. A sample was obtained by taking the class lists of three of the four day English 091 and one Mathematics 091 classes. Day classes were selected because it was believed this would produce a sizable list of full-time students. The Admissions and Records Office housed the permanent records of 84 of those 97 listed students.

(2) Through the use of student records housed in the Admissions and Records Office data concerning the academic performance

of those students listed from Procedure 1 above were obtained for the entire 1973-74 academic year.

(3) Because the English faculty did not maintain a record of placement test scores, it was impossible to obtain academic performance data on high risk students who chose not to enroll in remedial classes.

(4) Through a review of the literature discussed above a general model and statistical standards were established for the evaluation of the developmental education program at Eastern Campus.

(5) The following Campus personnel were interviewed: the full-time faculty teaching developmental English classes, the "Educational Moderator" who was responsible for the evaluation of the tutoring program, a counselor, and the para-professional who heads the Communications Center open lab.

IV. RESULTS

Student Performance

The academic performance of the sample population was traced throughout the 1973-74 academic year. Information was obtained on the following: mean grade point average, persistance, credit hours attempted versus credit hours earned, number of those in the program who earned less than a C average, and the number of those in the program who withdrew after having earned less than a C average during the previous quarter. This data is reported in tables 1-5.

For the purposes of this study, a full-time student was

defined as one enrolled for twelve or more credit hours. A part-time student was defined as one enrolled for less than twelve credit hours. Grade point average was tabulated on the four point system: A = 4, B = 3, C = 2, D = 1, F = 0, I and W grades are not computed.

TABLE 1

MEAN GRADE POINT AVERAGE AT QUARTER INTERVALS
FOR 1973-74 DEVELOPMENTAL PROGRAM STUDENTS

Classification	Fall	Winter	Spring	Cumulative
Part-time	2.14	1.59	1.81	2.48
Full-time	2.04	2.39	2.58	2.77
Total	2.08	1.89	2.16	2.62

TABLE 2

AVERAGE CREDIT HOURS ATTEMPTED AND EARNED
EACH QUARTER, 1973-74
BY DEVELOPMENTAL PROGRAM STUDENTS

Classification	Fall	Winter	Spring
Part-time attempted	7.08	7.03	6.42
Part-time earned	4.84	4.38	3.65
Full-time attempted	13.28	14.33	13.64
Full-time earned	8.74	12.19	9.50

TABLE 3

NUMBER AND PERCENTAGE OF DEVELOPMENTAL PROGRAM STUDENTS
WHO EARNED LESS THAN A 2.0 GRADE POINT AVERAGE
DURING EACH QUARTER, 1973-74

Classification	Fall	Winter	Spring
Part-time	16 (43%)	10 (29%)	9 (18%)
Full-time	19 (40%)	6 (29%)	4 (35%)
Total	35 (42%)	16 (29%)	13 (27%)

TABLE 4

NUMBER OF DEVELOPMENTAL PROGRAM STUDENTS
PERSISTING EACH QUARTER, 1973-74

Classification	Original (N)	Winter	Spring
Part-time (n_1)	37	34 (92% of n_1)	26 (70% of n_1)
Full-time (n_2)	47	21 (45% of n_2)	22 (47% of n_2)
Total (N)	84	55 (65% of N)	48 (57% of N)

TABLE 5

NUMBER OF DEVELOPMENTAL PROGRAM STUDENTS NOT PERSISTING
WHO EARNED LESS THAN 2.0 GRADE POINT AVERAGE
THE PREVIOUS QUARTER

Classification	Winter	Spring
Number Withdrawing	29	11
Less than 2.0 Grade Point Average	17	8

It should be immediately noted that although the cumulative mean grade point average for the whole group was above 2.0, only 57 percent of the sample population completed three quarters of study. While this may compare favorably with many of the programs Roueche studied in 1968, it compares somewhat unfavorably with those considered successful in Catching Up. Tarrant County Junior College, South Campus, for example, had a 94 percent retention rate. Some of the Eastern Campus students who did not return for the winter or spring quarters, however, may have done so for reasons of lack of academic success or lack of career programs. Of the twenty-nine students who did not return in the winter quarter, seventeen had received less than a C average during the fall quarter. The evidence is more dramatic for the spring quarter. Of the eleven who did not return, eight received less than a C average during the previous quarter. Non-persistance is a complicated problem, however, and other variables could have also been involved.

Mean grade point average statistics reveal noteworthy trends. First, during each quarter the full-time students earned higher grades than the part-time students. Only in the fall quarter did the part-time students earn a C average. Despite this, the persistance rate of part-time students was significantly higher each quarter. Second, the full-time students mean grade point average increased each quarter. Third, the proportion of the sample that earned less than a 2.0 grade point average was quite high during the fall quarter (42%), but declined and leveled off during the winter and spring quarters. This coincides with the persistance rates. Finally, the cumulative grade point average looked quite good, 2.48 for the part-time and 2.77 for the full-time; but these represent the achievement levels of the "survivors" only.

Another significant fact revealed by the data in Table 2 was the consistent credit earned to credit attempted relationship. For both the part-time and full-time students each quarter there was an average difference between credit earned and attempted of approximately three hours. This means that on the average each student dropped a course sometime after the second week of class. For many of these students, this involved loss of money, time, effort, and possibly a feeling of frustration and failure.

Interviews

Interviews were conducted with the two full-time English instructors who teach the remedial composition and reading courses, a full-time English instructor who teaches the regular college-

transfer composition courses (101, 102, 103), a counselor, the para-professional who heads the Communications Center (open lab), and the Educational Moderator. The significant information obtained is listed below:

(1) All agreed that the program, though far from perfect, had some strengths and successes. In particular, the tutoring and open lab components of the program and the fact that they provided services to all students were seen as valuable. Data obtained from the Tutoring Services Survey showed that student attitudes toward the service were positive. The Educational Moderator, who was responsible for submitting a report to the Board of Regents on the use of State of Ohio developmental education funds, stated that students who received tutorial assistance usually received good (A, B, or C) grades.

(2) All also agreed that there was a strong institutional commitment to the developmental education program. Budgetary, space, staff, and equipment needs were always met. The Campus President had also been generous with travel and in-service funds for those directly involved in the program.

(3) All agreed that the present placement testing program was inadequate. Rather than being voluntary during and prior to registration, they felt it should be required of all students intending to take an English class. Students, however, should be able to choose which English course to

enter regardless of test scores. It was also pointed out that the testing program should be for diagnostic purposes as well as placement.

An interesting situation was discovered by probing into this area of testing. Faculty contend that the present arrangement is an administrative contrivance. They feel that the Campus President is blocking change in this area because his primary concern is that the students not have a "failure experience" while taking the placement exam. They also feel that he would rather there were no remedial classes, that all students should take the same composition class. Individualized instruction would handle the problem of having students of diverse backgrounds and skill levels being in the same class. The Campus President and the Dean of Instruction, however, believe that faculty favors the present testing process and that the only obstacle to change is non-agreement amongst faculty as to the exact nature of the test. Who is right here, if anyone, is immaterial. What is important is that there is either a lack of open and honest communication or some serious discord.

(4) Faculty believe that the enrollment in the Reading Improvement courses is too low. It averages about twenty-five students per quarter. Remedial composition courses, on the other hand, usually have about one hundred day students per quarter. Some believe that if the placement test included a reading comprehension segment, many more students would be informed of their needs.

(5) Too many students who are in need of developmental course work take regular English composition courses (101) instead. Faculty teaching 101 courses lean heavily upon para-professionals in the Communications Center. They also devote a tremendous number of office hours to assist these students rather than let them fail. Faculty are dissatisfied with this situation. They also suspect that the part-time faculty, who face the same situation, do not give students the personal attention needed; and rather than fail them, reduce course standards and pass them along.

(6) Developmental students do not receive enough counseling from the counseling staff. Faculty contend that students should be counseled to enroll in the reading improvement courses and to avoid demanding liberal arts courses. Also few developmental students continue in the remedial sequence. In fact, only fourteen of fifty-five who persisted into the winter quarter enrolled in 092 English. Not enough students enrolled in 093 English in the spring quarter to meet the minimum enrollment quota for the course. Faculty believe this is due to the non-realization on the students part that graduation requirements can be met while remaining in the developmental courses. They also pointed out that many students never see a counselor. Faculty blame the counseling staff for this situation. Whether this charge is correct or not, the fact that it exists reveals a lack of coordination and communication between teaching and counseling staff.

(7) The developmental courses do not project a good image to the students. Students who have not taken them do not think they are "real college courses." Some suggested changing the numbering system for English courses so that no course has a number of less than 100.

V. RECOMMENDATIONS

The developmental education program at Eastern Campus does not need a complete overhaul. In terms of academic achievement, as measured by persistance and grade point average, the program is doing a mediocre, but not poor job. On the other hand, the supplemenatry services of tutoring and open labs have been highly successful. The mini-course proposal appears to be a sound addition. Early student reaction (a pilot program was run this summer) was very positive. What seems to be most needed, therefore, is some pulling together, coordination, and redirection of the other existing services. With that belief in mind, the following recommendations for change have been given:

Recommendation (1) - The placement testing procedure and type of test should be changed. Reading comprehension should be tested in addition to writing skills. This should be done before or during the registration period. If this is impossible, it should be done on the day of the first class meeting. Considerable time and effort should be expended to explain, in as non-threatening a way as possible, what the test scores mean.

Rationale - Giving the test after classes have begun and then recommending that someone from a 101 English class should be in 091 English creates a failure experience, something that should be avoided. It also will probably put the student a week behind. In addition, a student would probably be less likely to refuse to take 091 English if the test were given earlier. At present, English instructors believe that too few students are taking the 091 course; they, instead, enroll in 101. The result is that instructors who do not enjoy teaching developmental English are being "forced" to do so because they dislike having any of their students fail. Eventually this "dislike" will be transmitted to the student and have adverse effects. This may already be happening with part-time faculty.

Recommendation (2) - All students who are designated as "developmental", either by testing or by enrollment in a developmental class, should be assigned to a particular counselor who volunteers for the assignment. This counselor should also teach the Career Development as a Life Process course and attempt to have as many of the developmental students as possible enroll in the course.

Rationale - The educational, attitudinal, and personality characteristics of the typical high risk students described earlier require almost constant emotional support and career guidance. The present arrangement at Eastern Campus whereby counselors attempt to give their services to anyone who asks

for them results in inequitable services. Many who need counseling, but who fail to ask for it, receive none. Developmental students, beause of their particular needs, should be sought out. If they are enrolled in the counselor's course they can receive the constant support and direction they need.

Recommendation (3) - The numbering system of developmental courses should be changed.

Rationale - If the image and status of a program or course is low, it has an adverse effect upon enrollment. Since all the non-developmental courses are given a number of 100 or higher, the number system contributes to that condition. This is somewhat ironic considering the fact that the course carries college credit, can be used for graduation requirements, and can be transferred for credit to area state universities if the student obtains an associate degree.

Recommendation (4) - More students should be counseled to enroll in a Reading Improvement (095 and 096) course while concurrently enrolled in 091 English. This requires adoption of recommendation (1) and more communication between developmental English faculty and counseling staff.

Rationale - Instructors of developmental English contend that deficiencies in writing and reading usually occur together. Both are essential basic skills needed for success in higher education. At Eastern Campus graduation requirements only require the composition courses, which has the effect of

building enrollment for the composition courses but causes other communication skill areas to be neglected.

Recommendation (5) - The developmental education program should be evaluated each year by faculty, administration, and students.

Rationale - Scientific evaluation can yield information that can pinpoint strengths and weaknesses of a program. It is apparent that the existing programs need improvement and will undergo changes annually. Change would be based on scientifically gathered evidence and evaluation.

Recommendation (6) - More instructors should be encouraged to use individualized instruction.

Rationale - Non-traditional students require non-traditional instruction. Individualized instruction and the use of various types of learning packages have been proven effective alternatives to traditional, lecture-based instruction.

Recommendation (7) - A team of faculty, on a pilot basis, should consider offering a total, block program to a group of twenty-five to thirty full-time developmental students. The program would include courses in English composition, reading, career development, and an introductory course in Humanities, Social Science, and Physical or Life Science.

Rationale - The advantages of a block program taught by a team put forth by Charles Johnson of Tarrant County Junior College are convincing. The flexibility it offers, as well as the opportunity to deal with the "total" student, are its most outstanding features.

At the time of this writing only recommendation (5) has been accepted. During registration week, which is also a faculty in-service week, this writer will be leading an in-service meeting on the topic of developmental instruction. Counselors and faculty will be in attendance. Many of the points raised in this paper will be presented. They have also agreed to hold meetings of their own on the problems of the existing program.

Samples of self-instructional learning packages and the design that supports their use will be presented by this writer and other Nova participants at other in-service sessions. It is hoped that other instructors will realize the advantages of individualized instruction and utilize it.

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